

August 21, 1936

Circular Letter No. 13

Subject: DISTRIBUTION OF ENGLISH BOOKS.

To: Superintendents of Schools, Assistant
Superintendents and Elementary Principals.

Ladies and Gentlemen:

The new English books which will be sent to your district during the first weeks of the present school year, and the other English books already in use in your district, should be distributed to the teachers according to the following plan:

Give to each teacher

- I- With single enrollment and not in the departmental plan:
 - (a) enough basic readers to supply one half of the pupils;
 - (b) enough supplementary readers of different kinds to supply the other one half of the pupils. (One book of a different kind to each pupil).
- II- With more than one grade in the room and not in the departmental plan:
 - (a) One basic reader to each pupil;
 - (b) No less than five supplementary readers for each grade.
- III- With double enrollment and not in the departmental plan:
 - (a) enough basic readers to supply one half of the larger group of pupils;
 - (b) enough supplementary readers of different kinds to supply the other one half of the pupils. (One book of a different kind to each pupil).
- IV- In the departmental plan:
 - (a) enough basic readers to supply one half of the pupils in the largest group, if the teacher has several groups of the same grade;

- (b) enough supplementary readers of all kinds to supply one half of the pupils in the largest group if the teacher has several groups of the same grade. (One book of a different kind for each pupil). If the teacher has more than one grade, follow instructions given under I for each grade.

Books recommended:

A- Basic Texts (See Circular Letter No. 6 of August 20, 1935 for other books to be used as basic).

<u>Grade</u>	<u>Books</u>
I -----	None
II -----	Elson Basic Pre-Primer
III -----	Elson Basic Primer Elson Basic Book I
IV -----	Elson Basic II
V -----	Elson Basic III
VI -----	Facts and Fancies, Book IV (New Silent Readers, Winston)
VII -----	Whys and Wherefores, Book V (New Silent Readers, Winston)
VIII -----	Scouting Through, Book VI (New Silent Readers, Winston)

B- Supplementary Readers (See Circular Letter No. 6 of August 20, 1935, for other books to be used as supplementary texts).

IV- In the departmental plan;

- (a) enough basic readers to supply one half of the pupils in the largest group, if the teacher has several groups of the same grade;

- (b) enough supplementary readers of all kinds to supply one half of the pupils in the largest group if the teacher has several groups of the same grade. (One book of a different kind for each pupil). If the teacher has more than one grade, follow instructions given under I for

I for each gr

GRADEBOOKS

I -----None

II -----Tots and Toys
Little Friends
First Steps
Bob and Baby Pony
Let's Play
Playing with Pets
Frolic and Do Funny
Little Stories to Read
The New Path to Reading
More Dick and Jane Stories

III -----Good Reading
(Primers)
Pets and Play Times
At the Farm
Friends
Play Days
Little Friends at School
Stories about Henry
Peter and Peggy
New Path to Reading
Pets and Playmates
Ben and Alice

(Books I) -----Number Stories I
Health Stories I
Science Stories I
Social Studies Stories I
Busy Days with Little Frinds
Children's Own Readers I
At Home
City and Country
Good Reading I
In Rabbitville
Betty June and Her Friends
The Squirrel Tree
John and Jean
Round the Year
New Path to Reading (2nd Primer)

David's Friends at School
Growing Up
Playing Together
Playmates
John and Jenny Rabbit

IV-----Number Stories II
Health Stories II
Art Stories II
Science Stories II
New Friends
Outdoors and In
The New Path to Reading II

GRADE

BOOKS

VII -----	<p>Treasure Trove King Arthur and His Knights How Other People Travel New Path to Reading V Little Anne of Canada The Little Mexican Donkey Boy Anton and Trini Jean and Franchon Bepps and Lucia Kloas and Jansje Karl and Gretel Pathfinder By Land and Sea A Summer By the Sea Our Little Friends of Eskimo Land Our Little Friends of the Arabian Desert Our Little Friends of the Nether- The World's Gifts Pleasant Lands</p>
VIII-----	<p>Rich Cargoes Inland Oceans Tongo Sixty Years Ago Swift Eagle Redskin and Pioneer New Path to Reading VI Ten Boys who Lived on the Road The Seven Little Sisters Star Myths from Many Lands Fanciful Tales Near the Top of the World When the Storm God Rides Winning our Way Golden Leaves</p>

It is the wish of this Department that each pupil of the second grade be supplied with a pre-primer when he starts reading. Therefore, enough books will be sent to make this possible.

The second grade will have the Elson Basic Pre- Primer and the other pre-primers, instead of the Elson Basic Primer.

The third grade will have the Elson Basic Primer, the Elson Basic Book I as well as supplementary primers and books I. The third grade, with more reading time, needs more books.

It is the wish of this Department that in departmental organizations, each teacher be supplied with books according to the subject he teaches and not according to the number of pupils in his home room. In order that this arrangement may work, pupils and not teachers should change from room to room. Schools should be organized so as to favor this arrangement wherever possible.

The pupils should not receive a set of books, but as they come into the English teacher's room, the books to be used for the day's lesson should be distributed to them, and when the class ends, these should be collected. Children should be allowed to take books home only when special interest, they ask the teacher to be permitted to do so. In this way books are better preserved and the needs may be met with books on hand.

It is understood that no distinction should be made between rural and urban groups as to distributions of books.

Very truly yours,

(Signed) JOSÉ PADÍN

Commissioner of Education